

## Rosemary Middle

12804 County Line Rd.  
Andrews, South Carolina 29510

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	594 Students	
<b>Principal</b>	Mr. Michael Cavaris	843-264-9780
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	3	17	30

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Unsatisfactory	No

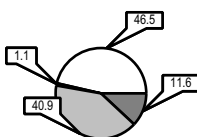
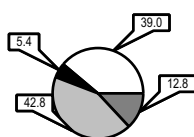
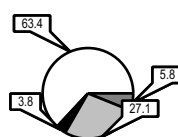
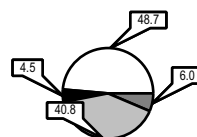
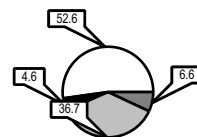
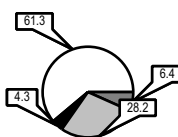
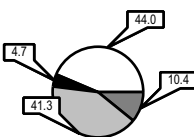
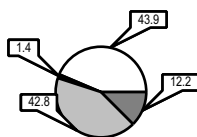
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	95.2	90.5
English 1	100.0	84.9
Biology 1/Applied Biology 2	N/A	44.6
Physical Science	N/A	29.1
All Subjects	97.5	85.0

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	580	99.8	46.4	40.9	11.6	1.1	18.7	No	Yes
<b>Gender</b>									
Male	289	99.7	53.5	37.8	8.4	0.4	14.2	N/A	N/A
Female	291	100.0	39.4	44.0	14.8	1.8	23.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	261	99.6	36.1	43.9	18.4	1.6	27.0	No	Yes
African American	307	100.0	54.7	38.6	6.0	0.7	11.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	503	99.8	39.5	45.9	13.3	1.2	21.4	N/A	N/A
Disabled	77	100.0	93.0	7.0	0.0	0.0	0.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	580	99.8	46.4	40.9	11.6	1.1	18.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	573	99.8	46.3	41.0	11.7	1.1	18.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	454	100.0	51.5	39.3	8.7	0.5	15.2	No	Yes
Full-pay meals	126	99.2	27.4	47.0	22.2	3.4	31.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	581	99.8	38.9	42.9	12.8	5.4	29.1	Yes	Yes
<b>Gender</b>									
Male	290	99.7	43.5	39.5	12.0	5.1	26.8	N/A	N/A
Female	291	100.0	34.3	46.2	13.7	5.8	31.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	261	99.6	31.6	41.8	18.0	8.6	39.3	Yes	Yes
African American	308	100.0	44.5	43.8	9.0	2.7	21.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	503	99.8	32.0	47.0	14.8	6.2	33.3	N/A	N/A
Disabled	78	100.0	84.7	15.3	0.0	0.0	1.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	581	99.8	38.9	42.9	12.8	5.4	29.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	574	99.8	38.7	43.1	13.0	5.3	29.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	455	100.0	42.7	41.7	12.2	3.4	25.5	No	Yes
Full-pay meals	126	99.2	24.8	47.0	15.4	12.8	42.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	581	99.8	63.3	27.1	5.8	3.8	9.6
<b>Gender</b>							
Male	290	99.7	60.5	28.6	6.9	4.0	10.9
Female	291	100.0	66.1	25.6	4.7	3.6	8.3
<b>Racial/Ethnic Group</b>							
White	261	99.6	51.2	32.4	9.0	7.4	16.4
African American	308	100.0	73.2	23.1	2.7	1.0	3.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	503	99.8	58.2	30.8	6.7	4.4	11.0
Disabled	78	100.0	97.2	2.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	581	99.8	63.3	27.1	5.8	3.8	9.6
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	574	99.8	63.3	27.2	5.7	3.8	9.5
<b>Socio-Economic Status</b>							
Subsidized meals	455	100.0	67.4	25.9	5.3	1.4	6.7
Full-pay meals	126	99.2	47.9	31.6	7.7	12.8	20.5

<b>Social Studies</b>							
All Students	581	99.8	48.6	40.9	6.0	4.5	10.5
<b>Gender</b>							
Male	290	99.7	50.4	38.0	6.5	5.1	11.6
Female	291	100.0	46.9	43.7	5.4	4.0	9.4
<b>Racial/Ethnic Group</b>							
White	261	99.6	43.9	39.3	8.6	8.2	16.8
African American	308	100.0	52.8	41.8	4.0	1.3	5.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	503	99.8	42.6	45.3	6.9	5.2	12.1
Disabled	78	100.0	88.9	11.1	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	581	99.8	48.6	40.9	6.0	4.5	10.5
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	574	99.8	48.7	40.7	6.0	4.6	10.6
<b>Socio-Economic Status</b>							
Subsidized meals	455	100.0	51.6	39.7	6.0	2.8	8.7
Full-pay meals	126	99.2	37.6	45.3	6.0	11.1	17.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	188	99.5	47.7	33.1	18.0	1.2	19.2
	7	205	99.5	51.3	42.6	5.6	0.5	6.2
	8	249	99.6	37.1	50.9	11.6	0.4	12.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	99.5	47.5	35.9	14.9	1.7	16.6
	7	189	100.0	48.3	38.9	12.2	0.6	12.8
	8	204	100.0	43.5	47.6	7.9	1.0	8.9
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	188	99.5	25.0	43.6	25.6	5.8	31.4
	7	205	99.5	45.6	45.1	6.2	3.1	9.2
	8	249	99.6	48.3	42.2	8.6	0.9	9.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	99.5	24.3	47.0	19.9	8.8	28.7
	7	189	100.0	35.0	43.9	15.6	5.6	21.1
	8	205	100.0	56.3	38.0	3.6	2.1	5.7
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	188	98.9	49.1	25.7	15.8	9.4	25.1
	7	205	99.0	59.5	35.9	2.1	2.6	4.6
	8	250	99.6	46.4	43.3	6.0	4.3	10.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	99.5	65.2	23.8	7.2	3.9	11.0
	7	189	100.0	61.7	26.7	6.1	5.6	11.7
	8	205	100.0	63.0	30.7	4.2	2.1	6.3
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	188	98.9	39.2	45.6	8.8	6.4	15.2
	7	205	99.0	59.0	34.9	3.1	3.1	6.2
	8	250	99.2	52.6	39.7	6.0	1.7	7.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	187	99.5	38.1	47.0	10.5	4.4	14.9
	7	189	100.0	63.3	26.7	2.8	7.2	10.0
	8	205	100.0	44.8	48.4	4.7	2.1	6.8

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 594)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	4.8%	Down from 9.5%	11.2%	16.7%
Retention rate	1.6%	Down from 2.1%	3.1%	2.5%
Attendance rate	96.3%	Up from 95.6%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 12.9%	1.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 10.3%	1.3%	1.0%
Eligible for gifted and talented	17.0%	Up from 12.7%	9.3%	15.6%
On academic plans	0.0%	N/AV	52.6%	39.9%
On academic probation	0.0%	N/AV	0.4%	0.7%
With disabilities other than speech	12.1%	Down from 14.2%	13.1%	12.4%
Older than usual for grade	8.1%	Down from 8.8%	6.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 2.8%	1.4%	0.9%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	64.9%	Up from 57.9%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.2%	N/A	12.6%	9.1%
Teachers with emergency or provisional certificates	12.9%	Up from 6.3%	12.1%	5.6%
Teachers returning from previous year	84.3%	Down from 84.5%	79.2%	84.6%
Teacher attendance rate	95.1%	Up from 92.3%	94.9%	94.8%
Average teacher salary	\$43,264	Up 0.9%	\$41,063	\$42,267
Prof. development days/teacher	12.8 days	Up from 10.2 days	11.8 days	11.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.6 to 1	19.4 to 1	21.1 to 1
Prime instructional time	90.2%	Up from 86.9%	87.9%	89.0%
Dollars spent per pupil*	\$6,613	Up 4.1%	\$7,125	\$6,243
Percent of expenditures for teacher salaries*	53.0%	Down from 53.6%	57.7%	59.8%
Percent of expenditures for instruction*	60.2%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	96.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Rosemary Middle School celebrated success both academically and through extra-curricular activities with the help of parents, students, staff, and community. Our PTSA (Parent Teacher Student Association), SIC (School Improvement Council), and our HPP (High Performance Partnership) business partners were instrumental in supporting student and staff success at RMS. We worked extremely hard to ensure that students received numerous opportunities to achieve and to excel in a safe haven.

Our students continue to improve in their academic performance as measured by the Palmetto Achievement Challenge Test and Measures of Academic Progress assessments as evidenced by student performance throughout the year. Our student attendance showed marked and continued improvement over our last school year.

Our dedicated faculty and staff continue to be committed and focused on improving student learning and achievement as we engaged our students in quality learning activities through standards-based and differentiated instruction, data driven decision-making, and student motivation. Raising student learning and achievement through sound instructional practices, integration of computer technology, and improving parent/teacher/student relations are embedded in our routines. We believe such emphasis enhanced our effort to close the achievement gap, promote success for all students, and to actively involve parents and the community in the education of students.

The numerous accomplishments of our students and staff highlight the effort of the Rosemary Middle School family to seek positive gains as we work toward high levels of achievement for the students at RMS. It is our hope that the school, parents, and community continue through a cooperative partnership to ensure success for all of our students.

Barbara S. Nesmith Principal  
Carol Gowdy, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	151	103
Percent satisfied with learning environment	63.9%	63.3%	85.1%
Percent satisfied with social and physical environment	72.2%	71.5%	80.4%
Percent satisfied with school-home relations	48.6%	79.2%	79.0%

\*Only students at the highest middle school grade level at this school and their parents were included.